

Перекладено з української мови.  
Оригінал Положення про освітні  
програми вищої освіти Сумського  
державного університету  
розміщено за посиланням  
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## **THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

### **Sumy State University**

## **REGULATION**

### **on Educational Programmes of Higher Education of**

### **Sumy State University**

(Version 03)

#### **1. General provisions**

1.1 The Regulation on Educational Programmes of Higher Education (hereinafter – The Regulation) regulates the procedure of development, approval, opening, publication, implementation and closure of educational programmes (hereinafter – EP) training of educational degrees (hereinafter – ED) «bachelor», «master» and «doctor of philosophy» of all forms of education, their main types, as well as the principles of their management.

1.2 The Regulation applies to all structural units that are developers of EP.

1.3 The Regulation has developed in accordance with the Law of Ukraine "On Higher Education", other laws and regulations defining the types, content, structure and procedure of development, approval, opening, publication, implementation and closure of educational programs.

1.4 The Regulation takes into account the Standards and Recommendations for Quality Assurance in the European Higher Education Area<sup>1)</sup>, operates in part that does not contradict current legislation, national and regulatory framework for quality assurance and quality of higher education of SumDU<sup>2)</sup>, is part of the latter and placed in the relevant electronic Register .

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<sup>1)</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Brussels, 2015.

<sup>2)</sup> Register basic regulatory framework of quality management activities of Sumy State University.  
[https://normative.sumdu.edu.ua/?\\_ga=2.156674035.958293068.1573731646-632355289.1573731646](https://normative.sumdu.edu.ua/?_ga=2.156674035.958293068.1573731646-632355289.1573731646)

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## 2. Basic terms, definitions and abbreviations

**Accreditation of EP** – evaluation of the educational programme and/or educational activity of the institution of higher education under this programme in order to assure and enhance the quality of higher education.

**Elective part of the EP** – part that provides a free choice of educational components of higher education learners in full-time, mixed or distance formats, taking into account his/her individual needs, aimed at the formation of both general and professional competencies. Some elements can be: minor; major; disciplines of the general university catalog of elective disciplines.

**Teachers and other persons involved in conducting classes of the EP** – university staff among academic staff (hereinafter – AS), as well as professionals, experts in the field, representatives of employers involved in theoretical and practical classes in EP, development of research programmes, joint implementation of research work, organization of the practice of higher education learners (internship of AS in the workplace) in accordance with the curricula of EP.

**Field of knowledge** – broad subject area of education and science harmonized with the International Standard Classification of Education, which includes a group of related specialties.

**Documentation structure of the EP** – a set of necessary regulatory and methodological documents governing the implementation of the EP.

**Higher education learners** – individuals studying at a higher education institution at a particular level of education with the purpose of gaining correspondent degree and qualification.

**Contents of the EP** – a list of educational components included in the EP.

**Individual educational trajectory** – a personal way of realizing the personal potential of a higher education learner, which is formed taking into account his/her abilities, interests, needs, motivation, opportunities and experience, based on the choice of types, forms and pace of education, subjects of educational activity and educational programmes, disciplines and the level of their complexity, methods and means of teaching. Individual educational trajectory can be realized through an individual curriculum. Higher education learners EP have the opportunity to form an individual educational trajectory through:

- free individual choice of academic disciplines (presented in the elective part of the EP) in the amount that meets the requirements of the Law of Ukraine «On Higher Education»;

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- the possibility of individual choice the method of studying the discipline - traditional, mixed form, online learning;
- the possibility of individual choice of subjects of individual tasks, term papers (projects), creative, research works of academic disciplines, subjects of qualification works (projects);
- the possibility to participate in domestic and international mobility programmes, including virtual academic exchanges;
- non-formal education.

**Course catalog** – a detailed description of courses (disciplines) of the educational programme, which contains separately for each course (discipline) its description in the form of a syllabus.

**Qualification** – the official result of evaluation and recognition, which is obtained when the authorized institution has established that the person has achieved competencies (learning outcomes) in accordance with the higher education standards, which is attested by an appropriate higher education certification document.

**The head of the working project group of the EP (guarantor of the EP)** (of training of specialists of ED «bachelor», «master» and «doctor of philosophy») – academic or research staff who responsible for its quality, has a research degree and/or academic title in the relevant or related to the educational programme specialty, experience of academic and/or research work not less than 10 years (this employee can act as a guarantor of only one educational programme).

**Competency** – a dynamic combination of knowledge, abilities and practical skills, thinking patterns, professional, world-conceptualizing and civic qualities, moral and ethical values that defines an individual’s capability successfully engage in professional activity and further learning.

**The Credit of European Credit Transfer and Accumulation System (ECTS)** – a unit of measurement of the amount of study workload of a higher education learner to achieve certain (expected) learning outcomes. The amount of one ECTS credit is 30 hours. The workload of one full-time academic year is usually 60 ECTS credits.

**Minor** – a selective educational cycle that includes disciplines of a non-core subject for higher education learner and allows him to form the competencies of another field or specialty; minor is offered within a wide range of elective courses (for example, a graduate in any natural specialty can choose a minor in political science, law or translation – or vice versa).

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**Major** – a selective educational cycle that includes disciplines of the subject area relevant to the higher education learner and allows him to form an in-depth individual trajectory of professional orientation.

**Educational cycles (blocks)** – a set of components of the content of the EP, combined on the grounds of belonging of their content to a common direction: mandatory part (cycle of general training, cycle of professional training, practical training, certification); selective part (selective components of the cycle of general training; selective components of the cycle of professional training).

**Academic Staff (AS)** – Rector; First Vice-rector; Vice-rector for Scientific Work; Vice-rector for Scientific and Pedagogic Work; Director of the Academic and Research Institute, his deputies, whose activity is directly connected with the educational or scientific process; Dean of the Faculty, his deputies, whose activities are directly related to the educational or scientific process; director of the library; chair (head) of the department; professor; associate professor; senior lecturer, lecturer, assistant lecturer, graduate associate; researcher of the library; head of postgraduate and doctoral studies.

**Compulsory part of the EP** is a part that is determined and agreed by the relevant standard of higher education in terms of learning outcomes, mandatory for mastering by all higher education learners under within this educational programme.

**Educational component** – a self-sufficient and formally structured unit of the curriculum (module, discipline, course work (project), practice, qualification work (project)), which has a clear and understandable list of learning outcomes, relevant assessment criteria and a certain number of ECTS credits.

**Educational (educational-professional, educational-scientific or educational-creative) programme (EP)** – a system of educational components at the appropriate level of higher education within the speciality, which determines the requirements for the level of education of persons who can start studying under this programme, list of disciplines and the logical sequence of their learning, the number of ECTS credits required to complete this programme, as well as the expected learning outcomes (competencies) to be mastered by the learner for the relevant higher education degree.

**Person with special educational needs** – a person with a disability who needs additional support to ensure higher education, or a person who needs additional permanent or temporary support in the educational process in order to ensure his / her right to education.

**The profile of the educational programme** – a brief description of its main purpose, which contains essential information about the programme (field of knowledge,

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programme level, programme learning outcomes, features of the learning environment, as well as the main types of learning, teaching and assessment). Information about the programme profile is contained in the appendix to the document of higher education.

**Learning outcomes** – knowledge, skills, abilities, ways of thinking, attitudes, values, other personal qualities that can be identified, planned, evaluated and measured, and which a person is able to demonstrate after completing an educational programme (programme learning outcomes) or individual educational components.

**Working project group of the educational programme (WPG EP)** (training of specialists of ED «bachelor», «master», «doctor of philosophy») – a body formed by order of the Rector of SumDU for direct participation in all procedures related to the development, approval, monitoring and review of the educational programme, in the procedures of external quality assessment (licensing, accreditation, etc.) and self-assessment.

**Specialization** – a component of the specialty, which is determined by the higher education institution and provides a field specific, specialized educational programme for the training of learners for higher and postgraduate education.

**Speciality** – a subject area of education and science harmonized with the International Standard Classification of Education, which combines related educational programmes that provide common requirements for the competencies and learning outcomes of graduates.

**Higher Education Standard** – a set of requirements for higher education programmes that are common to all educational programmes within a certain level of higher education and speciality. Higher education standards in each speciality in accordance with the National Qualifications Framework are developed by the Ministry of Education and Science of Ukraine taking into account the proposals of sectoral state bodies that ensure the formation and implementation of state policy in relevant areas, sectoral associations of employers, and approved them in agreement with National Agency for Higher Education Quality Assurance.

**Stakeholders of educational programmes, stakeholders** – individuals and legal entities that have an interest in the implementation of a particular educational programme, that is to some extent depend on it and/or can influence on its structure, content and quality.

**Logical-structural scheme of the EP** – a sequence of educational components included in the EP and their connections with each other.

**Conditions for the implementation of EP** – a set of personnel, logistical, educational, informational, financial and social support of the educational process.

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### **3. Classification of educational programmes**

#### **3.1 Features of the educational programme**

3.1.1 Separate EP belongs to one of the levels of higher education and speciality. Within one speciality, the university can implement several separate EPs of different orientations. EPs can be jointly implemented by several institutes/faculties or educational organizations, including international ones.

3.1.2 Each EP has a separate curriculum and schedule of the educational process.

3.1.3 Each EP is managed by the WPG EP and has a manager (EP guarantor). General management of educational programmes within the speciality is carried out by the speciality support group.

3.1.4 Separate EP is characterized by a special set of species characteristics (paragraph 3.2), the difference in types according to one classification criterion is a feature of separate EP.

#### **3.2 Types of educational programmes**

Depending on the classification criteria EP can belong to different types:

3.2.1 According to the levels of higher education, EPs are divided into programmes: primary (short cycle) higher education; first (bachelor's) level; second (master's) level; third (educational-scientific/educational-creative) level.

3.2.2 According to the degree of higher education, EPs are divided into ED training programmes «junior bachelor», «bachelor», «master» and «doctor of philosophy».

3.2.3 According to the subject field, EPs may correspond to one subject area or be interdisciplinary. Interdisciplinary educational (scientific) programme involves the acquisition of knowledge that is on the border of fields of knowledge, specialties and/or belongs to several specialties, which determine its subject area. A programme is considered interdisciplinary if the amount of educational components in ECTS credits that can be correlated with the relevant specialties (field of knowledge), that define its subject area, is the same. In the case of dominance of one of these components, the programme belongs to the relevant speciality (field of knowledge), and is not interdisciplinary.

At the initial level (short cycle) of higher education, interdisciplinary - extended - educational programmes can be developed: by a group of specialties belonging to one field of knowledge; in one field of knowledge; by group of specialties belonging to two fields of knowledge; in two fields of knowledge.

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At the second (master's) and third (educational-scientific) levels of higher education, interdisciplinary educational-scientific programmes can be developed in two or three specialities belonging to one or different fields of knowledge.

3.2.4 According to the legislation of Ukraine, EPs are divided into educational-professional and educational-scientific. The educational-professional programme is developed for the first (bachelor's) level of higher education and the second (master's) level (practical profile). The educational-scientific programme is developed for the second (master's) level of higher education (academic profile) and for the third (scientific) level of higher education.

3.2.5 According to the direction, EP can be profile and profile specialized. The profile EP is created at the initial level (short cycle) of higher education by field of knowledge or group of specialities, if it does not contradict the relevant standards of higher education. Profile specialized EP are created at the first, second and third levels of higher education within the licensed speciality; the list of specializations is determined by the HEI independently.

For implementation separate specializations, the higher education institution creates profile EPs, the names of which (in the case of one EP – by each specialization) coincide with the names of specializations. In this case, the EP of specialization must ensure the implementation of the standard of higher education in the speciality and can be, for example, aimed at acquiring competencies specific to a particular profession, defined by the professional standard or other document.

EP acquires the status of specialization after its inclusion in a single database of specializations implemented by higher education institutions, which are training higher education learners at each level of higher education, and which is formed by the National Agency for Higher Education Quality Assurance.

3.2.6 By the time of the beginning of the implementation, EP are divided into new (do not have graduation) and those who have graduates.

3.2.7 According to the recognition of compliance with the quality standards, the EP can be:

- accredited (have state and/or international accreditation);
- certified (have certificates of conformity of Ukrainian and/or international professional organizations and certification centers);
- those that have internal documents of recognition and/or quality assessment (for example, conclusions of international or Ukrainian independent expertise, conclusions of supervisory and management boards, etc.).

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3.2.8 According to the degree of compliance of the EP with the training objectives of persons with special educational needs, EP can be adapted (adapted for the training of persons with special educational needs, taking into account the limitations of life due to their health and individual capabilities) and unadapted. Special needs are not limited to disability. Additional support may be needed, for example, by higher education learners who have children.

3.2.9 By the using of e-learning and distance learning technologies within the implementation of the programme, EPs are divided into:

- EP without the use of e-learning and distance learning technologies (all types of educational activities involving direct interaction of subjects of the educational process in the classroom or outside, as well as independent processing of educational content without the use of online technologies (information technology may be used in offline mode));
- EP with mixed learning (EP is formed by combining educational components with the traditional form of organizing the study of disciplines and: SumDU distance courses that meet the requirements of the order to distance learning materials; mass online courses; courses of other higher education institutions (including distance courses), which are implemented within the programmes of academic mobility and virtual academic exchanges, individual components (disciplines, sections of disciplines, course projects (works), etc.);
- EP, which are credited as learning outcomes based on the results of participation in international, All-Ukrainian student competitions, Olympiads, conferences; separate disciplines of EP, which are implemented according to the models of mixed learning (mixed learning by discipline));
- EP, implemented exclusively in the form of e-learning and using distance learning technologies (all types of educational activities that involve indirect interaction of subjects of the educational process with each other in the classroom or outside in a virtual online environment, as well as interactive interaction of higher education learners with online learning content).

3.2.10 By affiliation (place of implementation) EP can be divided into: those that are implemented in one department of the university; inter-institutional/inter-faculty, implemented in parallel in two or more departments of the university; joint, implemented by the university fully or partly together with other organizations, including foreign ones.

EP belongs to the joint category, if in the implementation of one, several or all of its elements involved other institutions of higher education and (or) scientific and other



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organizations, as well as their representatives, including foreign institutions of higher education, foreign and Ukrainian scientific institutes and research centers. Joint programs may be implemented on the basis of a joint implementation agreement and/or a cooperation agreement with other educational and scientific organizations, if necessary with other organizations.

A special type of the joint programme is international educational programmes, in the implementation of which foreign higher education institutions, scientific institutions, organizations, and double degree programmes take part. Within the implementation of such programmes not only other educational institutions and organizations take part, but also it is envisaged the issuance of diplomas (documents of mastering of EP) to higher education learners. Diplomas will be of two partners – participants in the implementation of EP. Such programs are implemented in a special legal regime, which is determined by the content of the agreement of partners - participants in the implementation of the EP.

3.2.11 According to the form of education, there are EPs, which provide the possibility of dual education, which is based on forms of organization of the educational process, combining, on the one hand, learning on the territory and according to university rules, on the other – directly in the workplace: in the factory, in the institution, organization, etc. Dual education presupposes the active participation of employers, first of all, in providing opportunities for higher education learners to master practical skills, involving teachers-practitioners, and developing new methodological approaches. Dual education aims to develop in higher education learners a practical understanding of the specifics of their profession, to adapt the educational process in higher education to the requirements of the labor market.

#### **4. Institutional structure of educational programme management**

4.1 Development, approval, implementation, revision, updating or modernization of EP is carried out in accordance with certain procedures of internal quality assurance of higher education of the university, namely the Policy of quality assurance of educational activities and quality of higher education of SumDU in accordance with quality standards and recommendations in the European higher education area (Standards And Guidelines For Quality Assurance In The European Higher Education Area (ESG), 2015))<sup>3)</sup> and System for Higher Education Quality Assurance<sup>4)</sup>, which form the regulatory framework for quality assurance procedures.

<sup>3)</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Brussels, 2015.

<sup>4)</sup> System for Higher Education Quality Assurance of SumDU, entered into force by order of rector №0452-I from 22.06.2016 <https://normative.sumdu.edu.ua/?task=getfile&tmpl=component&id=8aee6554-1539-e611-b47a-001a4be6d04a&kind=1>

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4.2 The distribution of responsibilities, functional responsibilities, powers and rights between the participants of the internal quality assurance system of SumDU in the context of the processes and procedures of internal quality assurance of the EP are determined by regulations in this area.

The internal quality assurance system of the EP has five institutional levels:

- Level 1: higher education learners who participate in surveys;
- Level 2: level of development, approval, monitoring and revision of the EP: WPG EP headed by the guarantor, speciality support groups, graduating departments;
- Level 3: level of the institute/faculty: Council for Quality Assurance of Higher Education, which is responsible for reviewing, updating and improving the EPs implemented in the institute/faculty.
- Level 4: all-university specially created subdivisions, the exclusive competence of which includes the processes of the internal quality assurance system of the EP (Council for Quality Assurance of Higher Education, Center for Quality Assurance of Higher Education);
- Level 5: general management bodies, some of the functions of which are related to the processes of the internal quality assurance system of the EP (Supervisory and Academic Councils, rector).

4.3 In the academic community of SumDU a culture of quality is formed, which contributes to the constant development of EP and educational activities for EP.

4.4 Higher education learners directly and through student self-government bodies are involved in the process of development, revision, updating and modernization of EP and other procedures to ensure its quality as partners.

Feedback is provided through:

- periodic surveys on the quality of the organization of educational activities in the study of academic disciplines in accordance with the regulatory framework of SumDU in this area. Based on the results of the assessment, the best practices of organizing the educational activities of the academic staff are disseminated, and the proposals of higher education learners to improve the quality of teaching, learning and assessment are taken into account. Generalized statistics of the survey results are discussed at the meetings of the Council for Quality Assurance of Higher Education of institutes/faculties;

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- survey by the request of higher education learners on certain problematic issues, and in monitoring the quality of training and development of scientific activities in institutes/faculties;
- participation in the annual conference "Educational process through the eyes of students" and a meeting with the rector in the format of "Face-to-face". Based on their results, an order is formed, aimed at improving the educational process, taking into account the proposals of higher education learners.

4.5 Employers are directly involved as reviewers and/or experts, and/or through specially created structures (WPG EP, Employers Expert Council) in the processes of development, approval, revision, update/modernization of EP and other procedures to ensure its quality as partners. They are involved in defining programme goals, programme competencies and learning outcomes. After the approval of the EP, employers periodically review it to assess the content of the program, curricula, the adequacy of practical training, compliance of knowledge and skills of learners to the requirements of the labor market and so on.

Feedback is provided through periodic surveys about the quality of graduate training of this EP.

The received remarks and offers should be considered and taken into account at the decision on updating or modernization of EP.

4.6 The System for Higher Education Quality Assurance at SumDU provides timely response to the identified shortcomings in the EP and/or educational activities for the implementation of the EP.

4.7 The results of external quality assurance of higher education (in particular, comments and suggestions formulated during the previous accreditations) are taken into account during the review of EPs and form the basis for their renewal and modernization.

## **5. Documentation of the educational programme**

5.1 Documents that accompany the processes of development, implementation, review and closure of the EP, processes and mechanisms of internal and external quality assurance, form its documentation, are developed and approved in accordance with the regulations of SumDU.

5.2 Depending of the content, the documentation of the EP is divided into educational and methodological, informational, personnel, logistical support of the implementation of the EP, data on relations with stakeholders and characteristics of the socio-cultural and scientific-educational environment.

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The components of the documentation support of the EP can be presented as actual documents in paper and/or electronic form, as well as links to them on the websites of SumDU, institutes/faculties, departments.

5.3 *Educational-methodical and information support* of EP includes:

5.3.1 *The standard of higher education of the speciality*, on the basis of which the EP was developed. In the absence of duly approved standards of higher education, a temporary standard of higher education of SumDU is developed and maintained.

5.3.2 *Justification of the need to open the EP*.

5.3.3 *Description of the EP and its profile*, including the structural and logical scheme of the EP, the matrix of compliance of programme competencies with the components of the EP, the matrix of providing programme learning outcomes with the relevant components of the EP. These documents are developed, executed and approved in accordance with the regulatory framework of SumDU in this area.

5.3.4 *EP curriculum*. It provides a list and scope of educational components in ECTS credits, their logical sequence, forms of organization of the educational process, types and scope of training sessions, schedule of the educational process, forms of current and final control forms that ensure that the applicant achieves the appropriate degree of higher education programme learning outcomes. The curriculum highlights the amount of work of higher education learners in cooperation with the teacher (hereinafter - the contact work of higher education learners with the teacher) (by type of training) and independent work of higher education learners in academic hours. For each academic discipline (module) and practice the form of final control for higher education learners is indicated. The structure of curricula, their development, approval and storage is regulated by the regulations of SumDU in this area.

5.3.5 *Work programmes and syllabi of academic disciplines*.

*The working programme of the discipline* is the main document of the educational and methodological support of the discipline, which contains the syllabus, regulations, the programme of the discipline, and the characteristics of the coordination of learning outcomes with the methods of teaching, learning and assessment.

The work programme for each discipline is formed as one for all forms of education, indicating the workload of higher education learners separately for each of them. The work programme of the discipline, if necessary, can be adapted to ensure the educational process of people with special educational needs, including for distance learning.

*The syllabus of the discipline* is part of the work program of the discipline and contains basic essential information about the discipline (scope, content, goals, study

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programme, planned learning outcomes, types of learning activities and training sessions, teaching and learning methods, assessment methods and criteria, resource provision), to be published on the university website in the course catalog, the websites of the departments as a hyperlink to the course catalog. The main purpose of the syllabus is to inform higher education learners and/or entrants about the goals, content, programme learning outcomes, assessment methods within a particular discipline.

These documents are developed, executed and approved in accordance with the regulatory framework of SumDU in this area.

5.3.6 *Educational and methodical complexes of disciplines (EMCD)* can include: textbooks, manuals, reference notes of lectures, methodical instructions to studying of academic discipline; methodical instructions for conducting practical, seminar and laboratory classes; methodical instructions for the organization of independent work and performance of individual tasks; domestic and foreign professional periodicals of relevant or related profile, in particular in electronic access; tasks for individual work of the higher education learner (tests, term papers (projects), etc.), tests of current control, qualification tasks; examination materials.

Decisions on the composition and requirements for the EMCD are made by the Council for Quality Assurance of Higher Education of the institute/faculty to which the EP is assigned, must be sufficient to meet the requirements for quality assurance of educational activities. These decisions are binding.

University departments must have an electronic resource that contains electronic teaching materials of disciplines of the curriculum, in particular in the OCW systems of SumDU, MIX.SumDU, etc., and provide access to higher education learners.

5.3.7 *Internship programmes* as a cross-cutting educational and methodological document that regulates the purpose, content and sequence of internships, their expected learning outcomes within the EP, the relationship with the programme learning outcomes and competencies, the requirements for summarizing them, including types and forms of assessing the level of knowledge, skills and abilities that higher education learners must acquire during each type of practice.

The structure of internship programs, their development, approval and storage is regulated by the regulations of SumDU in this area.

5.3.8 Requirements and recommendations for certification (qualifying exam, qualifying work (project)) should disclose the content and forms of organization of all types of certification activities of graduates of EP, which allow to demonstrate the formation of the whole set of programme competencies and learning outcomes defined by

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higher education standard and profile of EP; may contain requirements for the content and procedures for the defense of qualifying works, requirements for the content and procedures for the qualifying examination; types of attestation measures (exams, defense of qualification work). Requirements and recommendations for certification are developed and approved in accordance with the regulations of SumDU in this area.

*5.3.9 Requirements for the organization and results of design and research activities of higher education learners* should disclose the content and forms of organization of all types of design and research activities of higher education learners, and the results of their implementation, emphasize the combination of learning and research during the educational process. Forms of implementation of the research component in the educational process may differ depending on the goals of the EP, the features of the speciality and the level of higher education, the profile of the EP.

5.3.10 Documentation that records data on the procedures and processes of the internal quality assurance system of the EP, in particular:

- the results of the analysis of EP and similar domestic and foreign programmes, their benchmarking;
- the results of the analysis of the labor market, regional needs for specialists of this EP;
- minutes of WPG meetings;
- documents and other materials confirming the identified/eliminated shortcomings in the EP and/or educational activities for the implementation of the EP, identified during the implementation of internal quality assurance procedures of the EP;
- documents and other materials confirming the changes made to the EP as a result of the last revision, with the motivation for which they were justified.

5.4 *Data of the staff within the EP:* the accumulation of data about the academic staff and scientists involved in the implementation of the EP. WPG EP accumulates summary information about teachers, indicating data on their profile education, academic degrees and titles, research work, status in relation to the university (full-time employee /part-time employee /without registration of employment), etc. There is also a collection of data about leading domestic and foreign scientists and practitioners in the field of production and science, artists who are involved in the implementation of a particular EP. Involving of employers does not have to be a formal employment relationship.

5.5 *Data about material and technical support of EP implementation:* accumulation of data about material and technical conditions and financial issues of EP implementation,

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including availability of specialized laboratories and offices, complex equipment, special logistics and/or information support (if teaching of disciplines on EP needs such support).

5.6 *Data about relations with stakeholders:* WPG EP accumulate data about key potential employers for EPs, document their participation in the design, implementation, and review of EPs. It is possible to post on the websites of the university, institute/ faculty, department successful career stories and/or analytical materials about the professional trajectories of graduates of EP.

It is necessary to document the following:

- participation of higher education learners and student self-government in the procedures of internal quality assurance of higher education of EP (results of surveys of higher education learners about free choice of disciplines, about teaching and learning within EP; results of surveys of focus groups of higher education learners, of other studies about workload of higher education learners; results surveys of higher education learners who have studied or passed individual programmes abroad, etc.);
- participation of employers directly or through their associations in the internal quality assurance procedures of the EP (results of stakeholder surveys at the stage of EP development; reviews and feedback from employers; documents confirming the involvement of employers in the educational process - contracts, agreements, etc.; recommendations of stakeholders to the EP and documents confirming the formation /updating of the objectives of the EP as a result of the development of these recommendations);
- systematized information about the career and participation of graduates in the internal quality assurance procedures of the EP (survey results).

5.7 *Characteristics of socio-cultural and scientific-educational environment:* data about opportunities and conditions for the development of personal qualities, socio-personal competencies and professional skills of higher education learners, meeting their individual educational, research and cultural needs, expanding worldviews, created in addition to this EP, for example:

- opportunities for academic mobility of higher education learners, cooperation of a particular EP with other educational and research organizations (including foreign and international);
- opportunities to participate in student self-government;

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- opportunities to participate in various types of student activity on the basis of self-organization (clubs, volunteer groups, theater troupes, etc.), available at the university, institute/faculty, department;
- opportunities to organize individual educational trajectories, including in extracurricular time (summer and winter schools, participation in scientific-educational and design-educational laboratories and groups, etc.);
- opportunities to participate in social and socio-cultural projects of the department, institute/faculty, university;
- lists of online courses and other elements of external education programmes (including additional education programmes) that may be included in individual curricula of higher education learners.

The abovementioned can be documented by the programmes of conferences, summer and winter schools; documents on recognition of learning outcomes obtained in non-formal education; documents submitted by higher education learners, which recognized the learning outcomes; academic mobility agreements, etc.

5.8 *Other components and methodological materials that are part of the EP* include normative and methodological documents, materials regulating the content and implementation of the educational process for the EP, both the university level and the level of the institute/faculty implementing the EP, as well as documents and materials designed for individual EPs. The full composition of such documents is determined by the head of the WPG OP (guarantor EP) in consultation with the head of the speciality support group.

## **6 The order of development, approval, opening and closing of the educational programme**

### **6.1 Development of educational programmes**

6.1.1 The new EP is developed by the initiative of the university management, institute/faculty and/or initiative group of AS and scientists.

6.1.2 EP is developed on the basis of a standard of higher education, taking into account the requirements of professional standards (Ukrainian and/or international) in the relevant field – if such standards exist. In the absence of duly approved standards of higher education, the EP is developed on the basis of the temporary standard of higher education of SumDU.

6.1.3 The following general sequence of stages is observed at development of EP:



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a) determining the feasibility of opening a new EP, in particular:

- assessment of the connection and consistency of the developed EP with the mission and strategy of the university (Strategic Development Plan of Sumy State University for 2020-2026) <sup>5)</sup>;
- the impact of the new EP on the formation of the contingent of students at the available university EP. One of the goals of the new EP should be to increase (or at least help maintain) the overall enrollment of university entrants without adversely affecting the enrollment of students to other EPs;
- аналіз тенденцій розвитку спеціальності та розвитку ринку праці;
- analysis of trends in the development of the speciality and the development of the labor market;
- analysis of sectoral and regional context;
- comparative analysis of educational programmes in a similar field, operating in the leading foreign and Ukrainian HEIs: their duration, composition of academic disciplines, level of teaching, etc.;

b) formalization of the results of the analysis in substantiation of the need to open the educational programme in accordance with the form 6), which, as a rule, is carried out by the speciality group headed by its chief;

c) submission by the director of the institute/dean of the faculty a package of documents addressed to the rector, which must include: justification of the need to introduce an educational programme, draft descriptions of the educational programme and curricula. These documents are formed in accordance with the regulatory framework of SumDU in this area;

d) decision-making by the rector about the feasibility of opening a new EP based on the results of studying the submitted package of documents;

e) in the case of a positive decision to open a new EP – the formation of WPG EP in accordance with the regulations of the SumDU;

f) organization of discussion among external and internal stakeholders of WPG, which provide:

<sup>5)</sup> Strategic Development Plan of Sumy State University for 2020-2026 (approved at the Conference of Labor Collective protocol №7 from 24.01.2020).

<https://normative.sumdu.edu.ua/?task=getfile&tmpl=component&id=52fedeb8-8e42-ea11-b021-001a4be6d04a&kind=1>

<sup>6)</sup> Template to justify the need to open an educational program. Appendix 2 to the order of the rector of SumDU №0553-I from July 26, 2019 <http://document.sumdu.edu.ua/>

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- publication on the website of SumDU in the Catalog of educational programmes<sup>7)</sup> the relevant project (status – "for discussion") no later than one month before the approval of the EP;
  - discussion and coordination of the package of documents of EP with internal stakeholders, including AS involved in teaching at EP, administrative units (Admissions Committee, Academic and Methodical Department, Doctoral and Postgraduate Department, Academic Department for Practical Training and Network with Employers, International Affairs Department, Department of International Education, etc.);
  - consulting with external stakeholders (academia and labor market representatives) and reviewing the EP project by them. Reviewers should be representatives of:
    - 1) the academic community (representatives of other institutions of higher education (both domestic and foreign), which have a scientific degree and academic title, carry out scientific activities in the field that meets the specifics of the EP;
    - 2) professional environment (employers, representatives of trade unions and associations, etc.), the scope of which corresponds to the specifics of the reviewed EP. EP reviewers cannot be members of the employers' expert council and the WPG EP.

The review is concluded in any form, the reviewer's signature is certified in the prescribed manner.
  - discussion and approval of the EP at a meeting of the Expert Council of Employers.
    - g) generalization of the received remarks and offers, introduction of adjustments in the documentation of EP (if necessary):
  - generalized description of stakeholder involvement (method and degree of consultations, feedback received, method of consideration and consideration in the formation of EP);
  - summary of the main points (shortcomings, comments, suggestions) that arose during the consultations with stakeholders;
  - general conclusions on the need to adjust the EP in terms of the main key aspects (the purpose of the EP, programme competencies and program learning outcomes; teaching, learning and assessment methods; curriculum changes) due to the processing of stakeholder proposals.
- The summary of the results is made in accordance with the template given in Annex 1, and is published on the website of the department, which is a graduate of this EP.

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<sup>7)</sup> Catalog of educational programmes <https://op.sumdu.edu.ua/>.

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When developing an interdisciplinary or joint EP, a joint WPG is created, which includes representatives of all parties that will participate in the implementation of the new EP. When designing a joint EP, WPG members must ensure that the requirements of all parties involved in its implementation are taken into account, to the extent that each party contributes to this EP (thus, when designing a program of "double diplomas" it is necessary to take into account not only the content of curricula, but also the requirements for the complexity of individual elements of EP, certification and expected program competencies, and learning outcomes of each of the educational organizations issuing documents about education and qualification).

6.1.4 At opening of new EP the offers which are not considered and approved:

- lead to violation of the requirements of the legislation in the field of higher education, in particular the Law of Ukraine "On Higher Education", licensing and accreditation requirements, standards of higher education in specialities, etc.;
- do not correspond to the mission and strategy of SumDU;
- compete with the existing EPs at the university and lead to the redistribution of the existing contingent of potential entrants between them;
- do not comply with the principles of formation of educational programmes and curricula approved by the Academic Council of SumDU;
- were not discussed by external stakeholders, or received negative conclusions/reviews on the compliance of the EP with the requirements of the labor market, taking into account sectoral and regional aspects;
- are made in violation of established procedures.

## **6.2 Approval of educational programmes**

All EPs have a single procedure for approval, which includes their consistent consideration:

6.2.1 Preliminary approval by the rector of SumDU the decision of opening of all new EPs.

6.2.2 In case of preliminary approval by the rector of SumDU – consideration in the order established by the normative base of SumDU of a package of documents of EP by Councils for Quality Assurance of Higher Education of institutes/faculties on conformity to requirements to EP. The conclusion of the Council for Quality Assurance of Higher Education of the institute/ faculty is a recommendation, a positive decision is the basis for

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the transfer of materials to the Council for Quality Assurance of Higher Education of SumDU.

The issue of opening interdisciplinary EPs is considered at a joint meeting of the Councils for Quality Assurance of Higher Education of those institutes/ faculties that plan to participate in its implementation, with additional coordination of those groups providing specialities that are responsible for the areas (fields of education) in which training is carried out.

At the meeting of the Council for Quality Assurance of Higher Education of institutes/faculties, drafts of the description of the EP and curricula are submitted; reviews of external stakeholders; summarized comments received from all stakeholders on the results of the discussion and measures to respond to them in accordance with the template set out in Annex 1.

6.2.3 In case of approval by the Council for Quality Assurance of Higher Education of institutes/faculties, the EP is considered by the the Council for Quality Assurance of Higher Education of SumDU, which decides to recommend the EP for further consideration by the Academic Council.

At the meeting of the Council for Quality Assurance of Higher Education of SumDU draft descriptions of EP and curricula are submitted, as well as an extract from the minutes of the meeting of the Council for Quality Assurance of Higher Education of the institute/faculty which recommend to submit the EP.

6.2.4 Positive conclusion of the Council for Quality Assurance of Higher Education of SumDU is the basis for the transfer of documents on EP (draft description of EP, curricula and extract from the minutes of Council for Quality Assurance of Higher Education of SumDU) to the Academic Council of SumDU.

6.2.5 The decision to open a new OP is made by the Academic Council of SumDU. The positive decision of the Academic Council of SumDU to open a new EP is also its approval.

6.2.6 Information about the EP is posted on the website of SumDU in the catalog of educational programmes <sup>8)</sup> (status - "verified") no later than 10 days after its approval.

### **6.3 Updating and modernization of the educational programme**

6.3.1 Updating and modernization of the EP requires a periodic review, which provides the implementation of the following measures:

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<sup>8)</sup> Catalog of educational programmes. <https://op.sumdu.edu.ua/>.

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- expert assessment of the relevance of the content and readiness of graduates for professional activities by representatives of the labor market with the involvement of expert councils of employers;
- assessment of the state of organization of the educational process by higher education learners;
- monitoring the success and academic achievements of higher education learners;
- analysis of employment and further staff growth of graduates of relevant programmes and, if possible, comparison of these indicators with indicators of graduates of similar programmes of other higher education institutions;
- comparison of the content of programmes with the programmes of other higher education institutions, first of all foreign ones, which are the leaders on the market of educational services in this speciality;
- comparison of the university's positions in thematic and institutional rating projects in the speciality, professional questionnaires, etc.

6.3.2 Full procedures for updating and modernizing the EP require full coverage of external and internal stakeholders: AS, higher education learners, graduates, employers' expert councils, other representatives of key employers, external experts of this EP (as among the university professional community, and among other independent expert's communities).

6.3.3 Involvement of external stakeholders involves adjustment of EP, curricula, work programmes of disciplines, programmes of practices, materials of lectures and practical classes, topics of course and qualification works (projects), etc. Stakeholder involvement mechanisms, including their survey, are carried out in accordance with the SumDU regulatory framework in this area.

6.3.4 The EP should normally be reviewed and updated annually for all components except those specified in the higher education standard. The grounds for updating the EP are:

- initiative and proposals of the WPG leader and/or WPG, and/or programme teachers;
- conclusions of the expert council of employers;
- recommendations of other external stakeholders;
- recommendations of experts based on the results of participation in grant projects;
- results of surveys of key stakeholders, including higher education learners;
- changes in the resource conditions for the implementation of EP.

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The results of the updating are reflected in the relevant structural elements of the EP (work programmes of disciplines, internship programmes, materials of lectures and practical classes, topics of course and qualification works (projects), etc.) and do not require re-approval of the EP.

6.3.5 The modernization of the EP involves more significant changes in its content and implementation conditions, and may also affect the goals, programme competencies and learning outcomes defined by the EP, curricula, introduction of new trajectories or profiles, and is carried out:

- to ensure compliance with the requirements of the legislation governing the field of educational activities;
- based on the results of external and/or internal quality assessment of the EP;
- at the initiative of the university/institute/faculty management in case of negative dynamics of the contingent of higher education learners;
- at the initiative of the guarantor of the EP or WPG EP in the absence of a set of entrants to the EP;
- at the initiative of developers or key stakeholders to take into account changes in the scientific field in which the EP is implemented, as well as changes in the market of educational services or the labor market.

The modernized EP, together with the substantiation of the changes made to it, the conclusions of the expert council of employers and reviews, is re-approved in accordance with the procedure established by paragraph 5.2 of this Regulation.

6.3.6 Institutes/faculties must ensure the organization of publication of information on changes in the educational programme and/or the list of its components on the SumDU website no later than 10 working days after approval and submit active electronic links to the updated versions of the descriptions of educational programmes placed in the catalog of educational programmes, according to which the recruitment for the next year is announced to the Department of Licensing, Accreditation and Statistics by March 30.

## **6.4 Closing of educational programmes**

6.4.1 EP can be excluded from the list of EP implemented at the university:

- on the initiative of the institute/faculty, in case of refusal to implement it;
- on the initiative of the university management in the absence of a set of entrants to the EP for two years or insufficient recruitment (which leads to the formation of small groups) during three years;

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- on the initiative of the university management, if as a result of any of the procedures of external evaluation of the quality of EP obtained conclusions about the low quality of the implemented EP, and it is impossible to increase the quality of EP to the required.

6.4.2 The decision to exclude EP from the number of implemented EPs is made by the Academic Council of SumDU.

In case of refusal to implement the EP on the initiative of the institute/faculty, the decision of the Council for Quality Assurance of Higher Education is made to issue a question on termination of admission to this EP at the Academic Council of SumDU.

When terminating the recruitment of applicants to th EP – on the initiative of the university management in the absence of recruitment for two years, in case of conclusions about the low quality of the EP, consideration of this issue at the Academic Council of SumDU is initiated by the Vice Rector according to his/her the distribution of powers.

6.4.3 With a positive decision of the Academic Council of SumDU, the enrollment of entrants withi such EP is terminated, the EP is not included in the new Rules of Admission, upon completion of the last year of higher education learners the EP is excluded from the list of those implemented at the university.

## **7 Requirements for the design and publication of educational programmes**

### **7.1 Design of educational programmes**

The design of the EP must meet the requirements of the legislative and regulatory framework, in particular to be prepared in accordance with the requirements of the Methodological Instruction «General requirements for the structure, content and design of educational programmes» <sup>9)</sup>.

### **7.2 Publication of the educational programme on the university website**

7.2.1 In order to ensure the transparency of the university's educational activities, to provide relevant information about the EP to all interested persons (entrants, their parents, higher education leaners, academic community, labor market professionals, etc.) information about the EP is published on the university website.

7.2.2 Disclosure of information on educational programmes of SumDU is carried out in the forms approved by the order of the rector «On the disclosure of educational

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<sup>9)</sup> Methodological Instruction «General requirements for the structure, content and design of educational programmes» (Version 02) <https://normative.sumdu.edu.ua/?task=getfile&tmpl=component&id=183acb93-f8a8-e711-a909-001a4be6d04a&kind=1>.

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programmes, their educational components and information on compliance with licensing requirements»<sup>10)</sup>.

7.2.3 Information about the EP is posted on the website of SumDU in the catalog of educational programmes<sup>11)</sup>.

7.2.4 The general organization of publication of information of SumDU EP and its maintenance in the current state is carried out by: Head of the Licensing, Accreditation and Statistics Department (EP catalog and information on compliance with licensing requirements for logistics of educational activities), Head of the Academic and Methodical Department (EP profiles and the list of their components), Head of the Academic and Organizational Center (information on compliance with licensing requirements to Academic Staff of educational activities).

7.2.5 Directors of institutes/deans of faculties appoint persons responsible for: entering into the information system complete and verified information about the EP and keeping it up to date; verification of information about the EP before its publication on the website of SumDU and control over the relevance of the published information (from the deputy directors of institutes/deans of faculties).

7.2.6 The following terms of periodic review and updating of the published information concerning educational activity of SumDU are established:

- information about the profile of the EP and the list of its components when introducing new EPs or making changes to the EPs that are already being implemented – no later than 10 working days from the date of their approval;
- information on indicators of staff of educational activities – each academic year until May 1 or within 3 months after their change;
- information on indicators of material and technical support of educational activities – each academic year until December 31 or within 3 months after their change.

### **7.3 The order of storage of materials and documents as a part of EP**

7.3.1 It is obligatory to keep in paper versions (originals and/or copies):

- standard of higher education of the speciality/temporary standard of higher education (in the absence of an approved standard);

<sup>10)</sup> Rector's order «On the disclosure of educational programmes, their educational components and information on compliance with licensing requirements» from 01.06.2018 p. № 0431-I. <https://normative.sumdu.edu.ua/?task=getfile&tmpl=component&id=16ec932f-ca67-e811-9585-001a4be6d04a&kind=1>

<sup>11)</sup> Catalog of educational programmes. <https://op.sumdu.edu.ua/>.



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- approved EP;
- curricula;
- matrix of correspondence of programme learning outcomes, educational components, teaching methods and assessment;
- information about self-assessment of EP according to previous accreditations;
- minutes of meetings/reviews/other documents recording the participation of stakeholders in the design, monitoring, review and evaluation of the quality of the EP (including the minutes of the WPG meetings of the EP and the expert council of employers).

A set of paper versions of documents and materials that are part of the EP is stored at the department, which is assigned to the EP.

7.3.2 In the electronic form in the Automated control system of SumDU approved semester curricula and calendar schedules of EP, approved schedules of classes, certification activities, information on the workload of individual teachers of EP, etc. are stored.

7.3.3 SumDU regulations and methodical materials, syllabi of academic disciplines, methodical support of EP and curricula, links on access to university-wide information, scientific, educational databases and library resources, etc. are available in electronic form on the SumDU website.

7.3.4 Forms and methods of accumulation and storage of other components of the documentation of the EP are determined by the guarantor of the EP in the most appropriate way for them (in paper and/or electronic form, link to the website of SumDU, institutes / faculties, departments, electronic archives, etc.).

## **8 Final provisions**

8.1 The Regulation shall enter into force on the day following its approval by the Rector's order.

8.2 Changes and additions to the Regulation may be made by order of the Rector or by order of the Rector by decision of the Academic Council of the University or the relevant advisory body. In the same manner, the Regulation is repealed.

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8.3 Responsibility for updating the Regulations and monitoring the implementation of its requirements is borne by university officials in accordance with their functional responsibilities.

**TABLE**

proposals and remarks of stakeholders of Sumy State University to TYPE EP <sup>1)</sup> «NAME of EP» (DEGREE OF HIGHER EDUCATION), which was under public discussion in the period \_\_\_\_\_ to \_\_\_\_\_ <sup>2)</sup>

([link to the project of the educational programme in the catalog](#))

Last name, first name, patronymic of the subject of the proposal (remarks)	Stakeholder category <sup>3)</sup>	Place of work (study)	Contents of the proposal (remarks)	Results of proposal consideration / response to remarks <sup>4)</sup>	Details of the document, which discussed the proposals and remarks of stakeholders <sup>5)</sup>

<sup>1)</sup> EPP - educational and professional programme (for bachelor's and master's degrees); ESP - educational and scientific programme (for master's and doctoral degrees). The educational programmes of the master of EPP and ESP require the appointment of separate guarantors.

<sup>2)</sup> The discussion period should be at least one month and agreed with the dates of the protocols, which considered and approved the programme accordingly.

<sup>3)</sup> Indicate the category of stakeholder to whom the proposals were submitted (remarks). The key internal stakeholders are higher education learners, faculty and administrative staff of SumDU. The key external stakeholders are: employers, graduates, academia, experts, representatives of the expert community.

<sup>4)</sup> Indicate: taken into account / not taken into account / taken into account partly

<sup>5)</sup> The dates and numbers of the relevant minutes of the working project group, the expert council of employers, Councils for Quality Assurance, which discussed the remarks and suggestions made by stakeholders.